
I. APPLICATION GUIDE

ANNUAL PERKINS PROGRAM IMPROVEMENT GRANT APPLICATION

SECONDARY CENTERS

**School Year
2012-2013**

**Under the
Carl D. Perkins
Career and Technical Education
Improvement Act of 2006
(P.L. 109-270)**

**The submission of the complete Perkins Application in GMS on or before
August 22, 2012 will have an August 22, 2012 start date.
*The start date of applications submitted August 23, 2012 or later
will be the date submitted.***

Bureau of Career Development
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

*Secondary Application Guide – SY 2012-2013
April 2012*

New Hampshire Department of Education Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Office of the Deputy Commissioner

Section 504 Coordinator: Aprylle Desrosiers

NH Department of Education
101 Pleasant Street
Concord , NH 03301-3860
(603) 271-3743

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston , MA 02110-1491
(617) 289-0111
TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights
2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767

Table of Contents

I. Grant Application Guide (separate document)

A.	Critical Dates in the SY 2012-13 Planning Schedule	3
B.	Submission Instructions	4
1.	Direct Entry into GMS	4
2.	Attachments to GMS Application	9

II. Grant Application Forms and References (separate document)

A.	Grant Application Forms	
B.	Reference Document Web Links	

The funding source for this application will be 100% Federal funds from the Carl D. Perkins Career and Technical Education Act of 2006. Neither the state nor the New Hampshire Department of Education shall be liable for the funding of this application except from such funds.

A. Critical Dates in the SY 2011-2012 Planning Schedule

Task	Date
Release of Final SY 2012-2013 Annual Perkins Program Improvement Application	April 2012
Grants Management System (GMS) ready to accept Applications	July 1, 2012
Grant Start Dates: <ul style="list-style-type: none"> • Earliest start date, August 22, 2012 • Start dates of August 23, 2012 or later 	If submitted by August 22, 2012 or earlier <i>The start date of applications submitted August 23, 2012 or later will be the date submitted.</i>
Notification of approval status: <ul style="list-style-type: none"> • If submitted by August 22 • If submitted later than August 22 	September 2, 2012 at the latest <i>Possibly later than September 2, 2012</i>
SY 2011-2012 Grant End Date	August 21, 2012
SY 2012-2013 Grant Start Date	August 22, 2012 or date of application submission, whichever is later
SY 2012-2013 Grant End Date	August 21, 2013

B. Submission Instructions

The complete application must be entered into the Department of Education's Grant Management System (GMS). Part of the application must be directly entered into GMS and the rest must be submitted as attachments.

Direct entry into GMS:

- a. Cover Page
- b. Full descriptions of each initiative

Information submitted as attachments (the total size of attachments must not exceed 6MB):

- a. Evaluation of the School Year 2010-2011 Perkins Grant.
- b. Nondiscrimination Statement of the Receiving District
- c. Signed Certifications and Assurances Form
- d. Equity Committee Contact Information and Plan for coming school year
- e. Programs of Study web links
- f. Application Checklist

1. Direct Entry into GMS

- a. **Cover Page—Provide required contact information.**
- b. **Full descriptions of each initiative must include¹:**

Priority box:

- Planning Area listed by number and ranked by priority as listed in Part II, Grant Application Forms and References, B. Reference Documents, 1. Planning Areas in Priority Order. Detail on each numbered initiative under the Planning Areas are described below from (ii) to (ix). If any Planning Area does not have at least one initiative, list the Planning Area and indicate that there is no initiative for the coming year as illustrated in Example 3 below.
- Initiative Number, numbering should be continuous across all Planning Areas (i.e., do not restart numbering with each Planning Area),
- Initiative Title,
- Affected Performance Indicator(s); List only those Performance Indicators to be directly affected to the initiative, but *not all* indicators.
- Data: Current Performance Data that supports the need for this initiative. Results from the Evaluation of SY 2011-2012 Grant Activities may be addressed.

¹ See the illustration for Adding a New Initiative in: II. Application Forms and References, B. Reference Documents, 2. Adding a New Initiative.

- Description of Initiative, including action steps, activities, program and appropriate CIP code(s) affected.

Activities box:

- Specific Action Steps
- Budget Notes (be specific – including description, quantity, costs of items or services)²

Outcome box:

Rationale: How does this initiative promote program improvement? (including reference to Performance Indicator(s) expected to improve as a result of the initiative.)

Budget Section:

Budget for the initiative, broken out by Function and Object Codes

Three examples are provided on the following two pages.

² Administration is limited to 5% of entire grant budget, including indirect costs.

Example 1

Priority box:

Planning Area 1: Targeted Performance Indicators

Initiative: 1

Title of the Initiative: Improve academic attainment in Mathematics.

Affected Performance Indicators: PI 2

Data: We missed our local goal for PI 2 by 2 percentage points

Description of Initiative: During the coming year teachers from the Health Sciences Technology Program will work with their sending school math teachers to identify imbedded math concepts using the Math-in-CTE model.

Activities box:

Specific Action Steps:

- a. securing math partners,
- b. meeting to identify the concepts, and
- c. develop lessons for both Health Sciences and Math that support the cross curriculum work.

Budget Notes:

1. Reference Materials from NRCCTE for using the Math-in-CTE Model = \$350
2. Facilitator for work 5 days at \$200/day= \$1000
3. Substitutes for 4 teachers for four days @ \$375 per day = \$1500.

Outcome box:

Rationale: The performance indicator data reveals that students are having difficulty with attaining appropriate math scores. This professional development will highlight the math naturally found in the CTE curriculum and strengthen these math concepts. This initiative is an extension of district-wide activities focused on improving all academic scores reported in annual testing. It is expected that this math awareness will positively affect the performance on Performance Indicator 2.

Budget Section:

Budget:

Function Code	Object Code	Perkins
2213-Instructional Staff Training Services	640-Books and Information Services	\$350
2213-Instructional Staff Training Services	320-Professional Educational Services	\$1000
2213-Instructional Staff Training Services	120-Salaries for Temporary Employees	\$1500

Example 2

Priority box:

Planning Area 5: Professional Development

Initiative: 2

Title of the Initiative: Barriers to access and success of Special Populations

Performance Indicator: PI 1, 2

Data: Two of our identified special populations (Special Education and English Language Learners) fell short in meeting the academic performance indicators.

Description of Initiative: Three-day workshop on differentiated instruction to improve support services for the identified special populations. Evidence suggests that students from these special populations are not receiving needed support services. Their likelihood of having success in the academic areas is lower than the rest of the student population.

Activities box:

Specific Action Steps:

- a. Determine grant and district funding for workshop,
- b. Define workshop content, objectives, and attendees, with pre- and post-workshop survey tools
- c. Recruit workshop facilitator/consultant,
- d. Develop workshop materials,
- e. Procure facility rental, food and beverages, and resource materials,
- f. Provide three-day workshop,
- g. Evaluate workshop success and next steps,
- h. Quarterly implementation follow-up,

Budget Notes:

1. Paid Consultant at \$600 per day x three (3) days = \$1,800.
2. Materials include packets copied for participants (30 x \$7.50 = \$225); flip charts (4 x \$25 = \$100); markers, post-its, etc (\$25); overhead transparencies (\$25)
3. AJAX Attitude Survey instruments for pre and post survey: 75 Copies @ \$1.00 each = \$75
4. Administration of Pre- and Post Survey: \$900 and Analysis of results: \$600
5. Food/beverages: two breaks and lunch for 75 people X 3 days = \$2,250 Local funds
6. Rental of facility: Holiday Inn: 3 days @ \$75 per day = \$225 Local Funds

Outcome box:

Rationale: Seventy-six percent of students surveyed in our Career and Technical Center indicated that their impression is that instructors treat special education and English language learners ineffectively. This workshop will address the student impressions by raising awareness levels of all instructional staff at the center (teachers and instructional aides.) This will also help identify the necessary supports that will need to be put in place during the coming school year. This initiative is an extension of a district wide activity for all teachers throughout the middle schools and high schools. It is provided to staff in addition to the district funded activity.

Budget Section:

Budget:

Function Code	Object Code	Perkins
2213- Instructional Staff Training Services	322-Professional Services for Instructional Purposes	\$1,800
2213- Instructional Staff Training Services	610-General Supplies	\$375
2213- Instructional Staff Training Services	330-Other Professional Services	\$1,575
		\$2950

Example 3

Priority box:

Planning Area 6: Size Scope and Quality

There are no initiatives planned for School Year 2012-2013

2. Attachments to GMS Application

a. Evaluation of the 2011-2012 Grant Activities

Applicants must evaluate their success at implementing the top-ranked initiatives approved for School Year 2011-12. These initiatives fall under four priority Planning Areas outlined in the SY 2011-12 Application Guide. A fifth Planning Area with corresponding initiatives, was also required in cases where performance on any Performance Indicator fell below 90% of the local performance goal (i.e., FAUPL).

The full set of nine Planning Areas is listed below, with areas ranked in terms of their priority, and the top areas identified in bold text:

- 1. Targeted Area if performance falls below 90% of 2012 local goal;**
- 2. Secondary/Postsecondary Linkages;**
- 3. Rigorous and Challenging Courses/Academic and Technical Integration;**
- 4. Career Guidance and Academic Counseling;**
- 5. Professional Development;**
6. Planning, Coordination and Collaboration;
7. Size, Scope and Quality;
8. Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology;
9. Special Populations.

More detailed descriptions of these Planning Areas are provided as the first Reference Document in Part II, of this application--Grant Application Forms and References.

Results of the evaluation must be attached to the plan submitted through GMS. These results must be reported using the format listed as Form 1 in Part I of this application. This reporting format should look like the following:

Planning Area	Initiative Number	Level of success³	Data and information that explain and support the rating for level of success.

³ All initiatives, and not the Planning Areas, must be rated at one of three numerical levels of success:

1. Successful--data support that work on the initiative has reached a high level of success or significantly improved outcomes for students;
2. Working but not complete--data support that there has been improvement, but more work is needed to bring the initiative up to the level of success; or
3. Not working--data do not support the amount of time and money expended in this area. A different approach is needed.

The data or information requested in the right-hand column should:

- allow discrimination among the three levels of success,
- be measurable, and
- related to the Planning Area and Initiative.

Performance on the eight Perkins indicators is the most obvious type of data to use for explaining success ratings, but other locally developed data may also be used as evidence of success. For example, trends in enrollments, per-student expenditures, or numbers of work-based learning placements can also serve as data meeting the three criteria listed above. More qualitative data can also be used, such as secondary postsecondary articulations, dual-credit opportunities, or professional development opportunities for instructors.

b. Nondiscrimination Statement or Receiving District:

Provide the nondiscrimination statement that is used by the receiving district.

(Recommended wording for nondiscrimination statement is provided below)

The [name] School district/RA does not discriminate on the basis of race, color, religion, national/ethnic origin, age, gender, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:

Title VI and VII of the Civil Rights Act of 1964

The age Discrimination Act of 1967

Title IX of the Education Amendments Act of 1972

Section 504 of the Rehabilitation Act of 1973

The Americans with Disabilities Act of 1975

NH Law against Discrimination (RSA 354-A)

The Title IX Coordinator is: [enter name, address and telephone number]

The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:

- *US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);*
- *Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston MA 02201 (617-565-3200)*
- *NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)*

c. Certifications and Assurances: provide the name of the superintendent or authorized designee. The signature acknowledges that all certifications and assurances are complete and up to date and filed with the Department of Education.

d. Plan: provide equity contact information and a detailed equity plan for SY 2012-2013.

e. Programs of Study: Provide the appropriate web link to the Program of Study for each receiving and sending school. If link is not available, attach copies of the Program of Studies to the application. (Maximum combined size of all attachments is 6MB) or submit to the Bureau an electronic version (CD-R or CD-RW) or hard copy.

f. Application Checklist: this checklist is provided to review the application for completeness. The completed checklist is to be attached to the GMS.